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ABSTRACT

This curriculum guide for levels III, IV, and V home economics teachers in New York State describes a process for planning and developing home economics courses. Emphasis is placed on the determination of student needs and the enrichment of learnings through participation in the Future Homemakers of America (FHA). The guide begins with a discussion of the following major components comprising this curriculum framework: A design which reorganizes homemaking-family living curriculum into four basic subject areas (Human Development; Housing, Furnishings and Equipment; Food and Nutrition; and Clothing and Textiles) with six content emphases (Management, Buymanship, Leisure, Careers, Health and Safety, and Relationships); scope of learnings charts comprised of behavioral learning outcomes; and modules (guides suggesting experiences that promote behavioral learning outcomes). Next, there are two sections briefly describing how to determine student needs and interests and how FHA related to the curriculum. These are followed by scope of learnings charts that list learning outcomes for the six content emphases within each subject area for levels I through V with the latter three presented in extensive detail. Finally, the guide describes the development of a course, including examples of both subject area and content emphases course outlines, and presents New York State's home economics sequence requirements toward high school graduation. An appendix includes forms for compiling student needs data, guides for developing a module and writing behavioral objectives, and information explaining FHA. (EM)

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HOME ECONOMICS EDUCATION

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CURRICULUM PLANNING GUIDELINES

LEVELS III-IV-V

The University of The State of New York/The State Education Department
Bureau of Occupational Education Curriculum Development/Albany, New York 12234
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FOREWORD

This publication is the result of an extensive reexamination of the Home Economics Education program. Courses can be designed which reflect local needs and provide added flexibility in program offerings for all boys and girls.

The vehicle for flexibility in program planning is the module of instruction. The breadth of offering is assured through appropriate selections from the scopes of learnings for various levels. Each category where the major subject areas and content emphases of home economics interrelate develops a body of content for instruction.

Many home economics teachers and teacher educators in the State had a part in the development of the approach to home economics course design portrayed in this publication and in field testing. Those who assisted are too numerous to single out for recognition for fear of missing some. All who had a part or input to the development of this approach should share an inner feeling of satisfaction. Particular recognition goes to the teachers in 42 field test sites who willingly tackled the task of designing experimental courses on which the suggestions in this publication are based.

The general development of the design resulted from the leadership of Elizabeth A. Brown, Chief, Bureau of Home Economics Education, and the entire Bureau staff. Pearl Campbell, Associate in that Bureau was responsible for the coordination and development of the manuscript. It was my personal pleasure to work with this project and have the manuscript prepared for publication. A change in the home economics course offerings to students in the State will be the measure of success of this undertaking.

G. Earl Hay, *Chief*
Bureau of Occupational Education Curriculum Development

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MESSAGE TO TEACHERS

This publication describes a process for planning and developing home economics courses at all instructional levels. A curriculum framework provides visibility of subject area/content emphasis categories to facilitate planning and interpretation of courses and of total program. Emphasis is placed on how to determine and analyze student needs, the basis of curriculum planning; and on the extension and enrichment of home economics learnings through participation in the Future Homemakers of America organization.

The guidelines in this publication complement the SYLLABUS FOR A COMPREHENSIVE PROGRAM HOME ECONOMICS EDUCATION rather than replace it. The Syllabus remains an important resource for home economics education in New York State because it deals with overall philosophy; detailed content of subject matter; teaching methods; the teaching-learning environment. It also includes basic learning principles; the use of materials and media; and adaptation of instruction for students with differing abilities, backgrounds, and interests.

Use of the Syllabus along with the new guidelines will help promote good teaching and a program that gives increasing visibility to the importance of home economics in the total educational structure of elementary and secondary schools in New York State.

Elizabeth A. Brown, *Chief*
Bureau of Home Economics Education

Douglas T. Adamson, *Director*
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DESIGN FOR HOMEMAKING-FAMILY LIVING CURRICULUM

The revised approach to planning homemaking-family living programs provides guidelines for reorganizing the curriculum into four basic subject areas and six content emphases. The four subject areas are: *Human Development; Housing, Furnishings and Equipment; Food and Nutrition; Clothing and Textiles.* The content emphases related to each subject area are: *Management, Buymanship, Leisure, Careers, Health and Safety,* and *Relationships.* Arranged in what is referred to as a curriculum framework these display the scope of home economics and the interrelationship of each content emphasis with each subject area.

The curriculum framework appears below. It is useful in making visible the scope and the interrelationships of subject areas and content emphases. These interrelationships are represented by the intersections on the framework. Each intersection represents a category of subject matter such as *human development/health and safety* or *housing, furnishings, and equipment/buymanship.*

HOME ECONOMICS CURRICULUM FRAMEWORK

SUBJECT AREA	CONTENT EMPHASES					
	Management	**Buymanship**	**Leisure**	**Career**	**Health and Safety**	**Relationships**
Human Development						
Housing, Furnishings, and Equipment						
Food and Nutrition						
Clothing and Textiles						

The framework is used to present broad instructional goals of skills, knowledge, and attitudes for each category, at each of the five instructional levels. These instructional goals are referred to as learning outcomes. The framework with learning outcomes becomes a scope of learnings chart. Scopes of learnings charts for all levels are included in this publication on pages 10 to 37.

Concise definitions of terms relating to course planning are listed below:

CURRICULUM FRAMEWORK - grid showing subject areas, content emphases, and their interrelationships.

LEVEL - instructional level commensurate with stage of achievement.

LEARNING OUTCOME - general behavior, such as that needed for a broad type of ability: a composite of several specific behaviors.

SUBJECT AREAS - phases of home economics: human development; housing, furnishings, and equipment; food and nutrition; clothing and textiles.

CONTENT EMPHASES - management, buymanship, leisure, career, health and safety, relationships; each of which interrelates with all subject areas.

CATEGORY - intersection of subject area/content emphasis as shown on the curriculum framework. A category forms the basis for designing instructional activities which bring about the learning of appropriate skills, knowledge, and attitudes.

Average grade levels that are commensurate to each instructional level are given below but curriculum materials should be referred to by instructional level, i.e., by level of achievement rather than by grade or age.

Level	Grade
I	5-6
II	7-8
III	9-10
IV	10-11
V	11-12

Learning Outcomes and Instructional Modules

Learning outcome statements furnish bases for identifying specific desired behavior to guide the selection or planning of instructional modules. Modules are units of instruction that are designed to be combined with other modules as components of courses.

The first function of a module is to identify behavioral outcomes that relate to desired learning outcomes for a specified category and level.

A module then serves to guide instructional plans by suggesting activities which promote the behaviors described in the behavioral outcomes. It gives suggestions of devices and methods for determining whether the students achieved the desired learnings. In addition, an estimated amount of time, stated in clock hours, is given as an aid to preliminary planning. A sample module is on page 4. Each module can usually be summarized on a single page.

Behavioral outcomes are numbered, as in the example, relating to learning experiences and measurement of instructional results. Related behavioral outcomes, learning experience(s) and measurement of student progress are linked by the same numeral.

No activity should be included in a module unless it promotes one of the behavioral outcomes for which the module was planned. Conversely, the unit must include at least one learning experience which will promote each type of behavior specified in the behavioral outcomes. Furthermore, the instructional process is not complete until it has been ascertained how effective each learning experience has been in achieving the behavioral outcome(s) it was incorporated to promote. Measurable behavioral objectives established for the instructional plans should indicate degree of success toward achievement of all behavioral outcomes for the module.

The following definitions will be helpful when developing or discussing modules:

MODULE - free-standing unit of instruction which focuses on a specific concept.

MODULE TITLE - name which indicates content of a module.

TIME ALLOCATION - number of clock hours suggested for instruction of a module.

BEHAVIORAL OUTCOME - type of performance expected at end of instruction.

LEARNING EXPERIENCES - planned activities which promote the kind and quality of student performance identified in the behavioral outcomes.

FHA EXPERIENCE - planned activity that relates to module focus and to program goals of Future Homemakers of America.

SUGGESTED MEASUREMENT OF STUDENT PROGRESS - devices and methods for determining student progress toward specified behavioral outcomes.

RELATED MODULE TITLES - names of modules with related focuses.

SAMPLE MODULE

HUMAN DEVELOPMENT

HEALTH & SAFETY
Level V: 10 hours

Module: HELP! PARENTHOOD AHEAD!

Learning Outcome:

- Understand ways of meeting psychological and physiological needs of the family during various stages of the family cycle.

Behavioral Outcomes:

1. Identifies challenges for well-being of an unborn child, its advent and early life.
2. Identifies multiple responsibilities of father and mother of an unborn child to that child, older or subsequent children, relatives, and society.
3. Cites resources for help for prospective and active parents.
4. Lists long-range responsibilities of parents or guardians of children.

Suggested Learning Experiences:

- Participate in a "What's It Like" rap session to list questions and concerns regarding having children and being responsible parents. (1, 2, 3, 4)
- Have a "Tell Me" session with panel of couples who represent couples (a) expecting their first child, (b) expecting their second or later child (c) who are parents of older children. (1, 2, 3, 4)
- Rap with own and other parents on problems of parenthood and their resolutions. Consider problems and answers, unidentified as to source. (1, 2, 3, 4)
- Prepare class bulletin board and own folders on adjustments that parents face at various life stages, citing solutions or sources of help. (1, 2, 3, 4)
- Investigate Day Care Centers or nursery schools for services offered and determination of staff training. (1, 3)
- FHA Experience: Obtain data about agencies in community or nearby locales which help prospective parents. Compile for distribution. (3)

Suggested Measurement of Student Progress:

- Chart information to use for future reference regarding sources, types, and costs of help for parents. (3)
- React to case studies identifying problems of parenthood and suggest agencies which might help. (1, 2, 3, 4)
- List responsibilities and problems assumed by parents. (1, 2, 4)

Related Module Titles:

Planning for a Baby
Space for Baby
Baby Is Not a Toy
Feeding Baby Is Serious Business
Clothing for Baby and Toddlers
No Baby Talk, Please

Identification of Appropriate Learning Outcomes

A needs analysis, made before a course is planned, is crucial to a viable program. Criteria for identifying learning outcomes to guide either module selection or module planning and total course development, will be valid only if established after a thorough analysis to ascertain needs, concerns, and what the students do not know that should be taught.

Reasons for making special analyses within a given community, and guidelines for making them are described in the following section. Forms to facilitate recording and utilizing analysis data are in the appendix.

After an analysis is completed and its implications for instruction noted, the teacher should

- Identify appropriate scopes of learning chart(s).
- Determine the subject area or the content emphasis upon which a course should focus.
- Specify learning outcomes which the needs analysis has indicated as being desirable.
- Use the identified learning outcomes as guides for selecting available modules or for planning more appropriate ones.

STUDENT NEEDS AND INTERESTS: THE BASES FOR CURRICULUM PLANNING

It cannot be assumed that all young people, even in the same locale with a similar economic status, have comparable living conditions, values, knowledge, skills, aspirations, or self-concepts; all of which represent needs and interests. Up-to-date analyses must be made to supplement what the teacher believes is true if the home economics curriculum is to be meaningful and attractive.

A number of approaches and techniques can be employed to acquire this knowledge. Analyses must cover community characteristics, student characteristics, social and economic influences, and their various interrelationships.

Community Characteristics

It is important to study the community thoroughly before making basic judgments about student needs since the greater portion of a student's daily life is spent outside of school. There are continuous influences from family, community members, and events.

Community influences to be considered in program and course planning include ethnic backgrounds, family life patterns, employment situations, religions, recreational opportunities, and community-sponsored activities.

A special advisory committee of representative parents, other community people, male and female students, guidance counselors, administrators, and fellow teachers can be invaluable in the search for data to furnish a relevant background for instructional planning. Such an advisory committee can provide information about the geographic, social, and economic communities to which each member relates.

The following is a basic outline of community descriptors that should influence curriculum planning:

- type of community - urban, suburban, rural
- geographic location - near metropolitan area, isolated or remote, center of state, other
- location of school - proximity to a community center and to students' homes
- income - range and levels
- employment - types, percent of employment
- school status - philosophy of board of education, community support
- community resources - for classroom use, for on-site education
- cultural and recreational opportunities
- health facilities
- community problems

A thorough analysis, once completed and available for reference, should be kept updated by adding to or changing as conditions and influences change.

Student Characteristics

Characteristics of a specific group of students may be assessed by identifying types and ranges of influences that affect them. These encompass:

- family composition - age and number of children, number of parents, foster parents, other
- family living pattern - number and identity of members employed outside the home, home responsibilities of members, cultural mores
- acceptance and psychological support within family groups
- acceptance of self
- acceptance by peers
- social status of family or individual family members, and visible effects on living patterns
- economic status and visible effects on social status
- attitude toward different cultures
- attitude toward various components of school
- participation in activities in and out of school
- academic ability and achievement
- attitude toward the community and life in general
- aspiration and realization probabilities

Interests, as well as influences that determine fundamental needs, should be assessed carefully since they have important functions related to learning. Identified interests can be used to attract students to home economics, to motivate them toward desired behavioral outcomes, to help build self-confidence, and to encourage development of skills that are assets for daily living and which could also lead to self-fulfilling hobbies or an eventual career.

Student interests are influenced by physical environments, family and peer groups, community characteristics, extra-curricular school activities, classroom experiences, independent reading, or a combination of things which give promise of personal growth and success.

Special interests may be artificially assumed in order to gain acceptance by peers, may be based on limited or erroneous knowledge, or they may be deep-seated, based on information and some experience from activities that relate to the interests. All of these add to an instructor's responsibilities.

Some questions which a teacher may wish to consider in an interest assessment include the following:

- Do the students enjoy school?
- Which subjects are most popular and why?
- Which subjects are least popular and why?
- Do the students perceive education as being important?
- What school-sponsored activities are participated in?
- What out-of-school activities are participated in?
- What career/life goal(s) do the students have?

The main precaution when using student interests as partial bases for planning courses is to make sure the total curriculum offers sufficient breadth to meet a wide variety of basic needs. Interest-evoking learning experiences can and should be incorporated in each module, whatever the subject area/content emphasis category.

Conferences with administrative and guidance personnel, observations of students, and casual chats with fellow teachers have long furnished invaluable guideline information. Additional help can be secured through surveys of recent graduates or of students still in school who have taken previously offered courses. The acquisition of more personal or current information can be achieved by a variety of means. Techniques suitable for classroom use include both written and performance pretests, checklists, questionnaires, essays, school records, games, and anecdotal records.

Pretests should be geared to reveal status of knowledge and skills within a specific subject area/content emphasis category. Questionnaires can be geared to one type of information, or to a variety of descriptive data and/or attitudes. They may cover family composition, traditions, rituals, and a variety of nonthreatening descriptions of characteristics; activities, recreation likes and dislikes; feelings of adequacy; opinions about current events or social practices and attitudes toward school, possible careers, various school subjects and school-based activities. Checklists or open-ended sentences can be used to obtain descriptions of family, home, responsibilities outside of school, personal values, and dreams of the future. Essays on a variety of subjects can give insights into how students feel about themselves, their values, and their aspirations; as well as give other descriptive data that reveal needs and interests.

Using Needs Analysis Data

Needs analysis data should influence:

- the nature of the subject matter
- the specific content of each course
- how the course will be taught

Results of the analysis will guide identification of appropriate learning outcomes from a scope of learnings chart. The learning outcomes, in turn, should guide module selection and total course focus. Publicizing of the focus, scope, and outstanding activities of each course will enable students to identify knowledge and skills meaningful and useful to them, to see how they can profit by electing a given course, or to decide that the course is not relevant to their personal needs and interests.

Two different forms, either or both of which may be of help in compiling and utilizing data for program planning, are presented in the appendix, on pages 61 and 62.

FUTURE HOMEMAKERS OF AMERICA

A complete, comprehensive program in home economics education will provide students with an opportunity to participate in activities of a Future Homemakers of America chapter. FHA is the national organization for home economics students. FHA and home economics education have the same basic goal: to help young people assume their roles in society in areas of personal growth, family life, vocational preparation, and community involvement. The emphasis is on student-planned and directed activities that foster individual growth and cooperative action in home, school, and community.

The home economics teacher has the responsibility of helping students to relate class lessons with chapter action whether the chapter is a part of the class structure or is organized outside of the classroom. To insure the coordination of FHA class activities, the teacher should work with chapter members to help them see the relationships of FHA to the total home economics program and determine which classroom or individual experiences can contribute to the FHA chapter program. It is also the teacher's responsibility to help students understand the relationship of FHA objectives to those of the total home economics program and to work with students in establishing ways in which class experiences can contribute to the FHA program.

The inclusion of an FHA learning experience in the suggested learning experiences of each instructional module shows one way chapter projects can provide opportunities for strengthening and applying classroom learnings.

Bureau of Home Economics Education personnel are available to assist with chapter organization, advise on procedures for incorporating activities into classroom instruction, and to supply materials for guiding chapter advisor, members, and program.

The appendix includes more detailed information regarding FHA philosophy, organization and chapter management on pages 70 through 74.

LEVEL I
SCOPE OF LEARNINGS FOR HOMEMAKING-FAMILY LIVING —
LEARNING OUTCOMES

SUBJECT AREA	CONTENT EMPHASES		
	MANAGEMENT	BUYMANSHIP	LEISURE
Human Development	• Manage responsibilities which contribute to personal development. • Understand how certain personal skills enable one to operate independently and effectively. • Recognize personal resources.	• Recognize the variety of needs that require money in a family. • Realize how various influences affect how one spends his allowance.	• Recognize the contributions others can make to pleasurable use of leisure time. • Explore fun activities for family groups. • Consider what contributions various organized groups can make to the social development of young people.
Housing, Furnishings, and Equipment	• Recognize some principles of management in the home. • Consider various ways of storing personal possessions.	• Understand how daily living habits influence cost of operating the home.	• Gain ability to make seasonal decorations from natural or common materials. • Develop leisure time hobbies which produce useful articles for the home.
Food and Nutrition	• Use simple kitchen utensils, equipment, measuring techniques and recipes. • Recognize the importance of planning for group activities. • Realize that each family member can help with meals. • Learn to cooperate in a group activity.	• Read, understand, and compare information on food containers. • Know what snack foods are nutritious. • Learn where foods come from and the process of marketing.	• Feel at ease when eating out and entertaining. • Appreciate the meaning and significance of food for holidays and as family traditions.
Clothing and Textiles	• Recognize the importance of wearing appropriate clothing. • Learn to operate the sewing machine. • Recognize inventions that have affected manufacture of clothing. • Develop ability to help care for clothing.	• Appreciate how use of money affects the purchase of clothing. • Become aware of the variety of textiles. • Learn to select basic sewing tools.	• Recognize how clothes relate to leisure time activities. • Enjoy using sewing ability to make gifts.

CONTENT EMPHASES			SUBJECT AREA
CAREER	**HEALTH AND SAFETY**	**RELATIONSHIPS**	
• Recognize that every person needs a career to make a living and contribute to society.	• Realize the value to oneself and for one's relationship of daily hygiene and good grooming. • Become cognizant of health needs of family members. • Recognize safety factors for toys and play activities. • Understand safety precautions involved when playing with others.	• Become more accepting of self and others. • Recognize behavior that leads to satisfying interpersonal relationships. • Recognize roles, privileges, and responsibilities in family membership. • Understand some causes and solutions to simple family problems. • Communicate with and enjoy people of various ages and backgrounds.	**Human Development**
• Become acquainted with some of the home economics-related occupations that affect the furnishings and operation of a home.	• Learn some simple first aid procedures. • Understand how cleanliness in the home contributes to health. • Recognize possible hazards in the home. • Know ways to maintain a safe home.	• Understand and respect individual needs and values regarding privacy and personal property in the home situation. • Cooperate with others in performing household tasks. • Help create appropriate living environments for self and others.	**Housing, Furnishings, and Equipment**
• Recognize some jobs of people who serve us in the area of foods and nutrition. • Appreciate activities involved in home preparation of food.	• Understand why we eat. • Accept that nutrition affects growth and performance. • Be willing to try new foods. • Know safe procedures when working in kitchen.	• Relate food groups to needs of family members. • Know the contributions each family member can make to mealtime success. • Exhibit attitudes that contribute to meeting family nutritional needs. • Understand the role mealtime atmosphere has on the relationships of family members. • Share part of the activities with family food needs.	**Food and Nutrition**
• Know about some jobs involved in manufacturing textiles. • Realize how maintenance of clothing affect appearance for career development. • Develop appreciation of the values and skills involved in the clothing industry.	• Recognize the relationship of clothing to climate. • Learn how clothing may affect personal safety. • Learn principles for safe use of sewing tools.	• Understand the limitations on clothing choices imposed by needs and values of other family members. • Assume responsibility for making appropriate choices from wardrobe in selecting clothing for school and play.	**Clothing and Textiles**

LEVEL II

SCOPE OF LEARNINGS FOR HOMEMAKING-FAMILY LIVING — LEARNING OUTCOMES

SUBJECT AREA	CONTENT EMPHASES		
	MANAGEMENT	BUYMANSHIP	LEISURE
Human Development	• Apply knowledge and skills to help create an environment which provides children with feelings of adequacy and well-being. • Seek ways to achieve short, intermediate, and long-term goals for group living.	• Identify sources and ways money is used by teenagers. • Develop goals for spending.	• Improve abilities to work and play with others. • Recognize a child's contribution to the family. • Recognize importance of family customs. • Recognize satisfaction from family interactions with community.
Housing, Furnishings, and Equipment	• Use management principles in operating cleaning equipment. • Understand relationships of space, equipment, and furnishings to the well-being of family members. • Recognize ways teenagers can assist in improving and maintaining the home.	• Develop basic criteria for the purchase of household equipment, furnishings, and supplies.	• Explore craft ideas and make an item that can be utilized and enjoyed in the home.
Food and Nutrition	• Apply management principles in planning meals. • Follow management principles in preparing and serving meals. • Know procedures for storing foods and for leaving the kitchen in order.	• Learn good buymanship practices for food selection.	• Use food as a medium for entertaining and leisure time activities.
Clothing and Textiles	• Select suitable patterns and fabrics. • Use sewing tools that promote proficiency in sewing. • Develop efficient sewing work habits. • Apply appropriate construction processes. • Use appropriate practices for care of clothing.	• Use information on labels and tags to guide choices. • Develop criteria for selection of ready-to-wear clothes and home sewing materials. • Consider ways teenagers finance clothing purchases. • Understand and apply shopping etiquette.	• Develop ability in making clothes more personal. • Develop leisure activities through creative sewing and handicrafts.

CONTENT EMPHASES			SUBJECT AREA
CAREER	**HEALTH AND SAFETY**	**RELATIONSHIPS**	
• Recognize career opportunities in working with children. • Become aware of jobs that relate to individuals, families, and communities. • Develop tentative short, intermediate, and long-term career goals.	• Recognize growth and behavior characteristics of 2-6 year olds. • Learn methods of maintaining a healthful climate for 2-6 year olds. • Understand effect of heredity and environment on development. • Gain insight into health services available to teenagers.	• Evaluate own behavior in relation to responsibilities of growing up. • Is aware of ways youth and parents or guardians are interdependent. • Recognize family differences and adjustments due to composition and heritage. • Relate appropriately with young children. • Utilize good child care principles with children.	**Human Development**
• Recognize opportunities for careers related to housing, furnishings, and equipment.	• Learn ecologically sound practices to be used in the home. • Develop safety procedures in the use and storage of household equipment and cleaning supplies. • Recognize safety hazards in the home and community for children 2-6.	• Understand how adequate housing and housekeeping standards affect family well-being. • Recognize how family values, standards are expressed through the selection of housing and furnishings.	**Housing, Furnishings, and Equipment**
• Recognize the range of job opportunities in food nutrition. • Become acquainted with skills needed and job requirements for various food-related occupations.	• Understand how physical growth is influenced by nutrition. • Know the nutrients needed for health. • Use food groups and menu guidelines for planning diets. • Apply safe and sanitary procedures in food preparation, service, and in storage of food and equipment.	• Develop skills to assist with preparing foods to meet basic needs of family members. • Realize the importance of helping children develop nutritionally sound food habits. • Use learnings about nutritional needs when assisting with meals for the family.	**Food and Nutrition**
• Identify the variety of job possibilities and requirements in the fields of clothing and textiles.	• Understand how grooming and clothing affect the teenager. • Know beauty practices contributing to good grooming. • Develop safety precautions in the selection and use of beauty appliances. • Recognize differences in beauty aid products, including effects on body and skin.	• See the interrelationship of personal grooming habits and peer acceptance. • Cooperate with family members in assisting with care of clothes and household linens.	**Clothing and Textiles**

LEVEL III

HUMAN DEVELOPMENT
SCOPE OF LEARNINGS
LEARNING OUTCOMES FOR HOMEMAKING-FAMILY LIVING

MANAGEMENT	BUYMANSHIP	LEISURE
• Identify personal and family values and goals and reasons for them.	• Evaluate factors which influence personal desire for money.	• Use leisure time for greater personal development and self-fulfillment.
• Recognize the relationships of resources to achievement of goals.	• Be aware of the benefits from financial planning.	• Understand the concept of leisure in relation to physical characteristics, tastes, attitudes, time and finances.
• Analyze own resources and potential for developing additional resources.	• Identify personal attitudes and practices relating to money.	• Assess leisure time influences which are helpful to youth; also, factors which are hurtful.
• Understand the principles and elements of management and apply them to various personal and family situations.	• Know sources and types of assistance available to individuals and families for financial planning.	
	• Recognize how salable skills relate to buying power.	

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Investigate the meaning of work in a democratic society.	• Assist young children in building good nutritional habits and positive attitudes toward eating.	• Recognize the fundamental needs of all individuals.
• Identify and analyze personal qualities which would contribute to employability.	• Evaluate foods and diets in relation to needs of children and other family members.	• Appreciate the basic functions of a family unit.
• Recognize personal and social pressures influencing own future plans.	• Use principles of guidance which contribute to physical, emotional and social development of children.	• Assess types of relationships, factors which contribute to them and benefits or harm that can result from them.
• Evaluate potentials for employment in a variety of occupations related to well being of children or family groups.	• Develop habit of scanning newspapers and periodicals for new information about nutrition or health care procedures.	• Recognize ways the home and community contribute to or impair growth and development of families.
• Be aware of the level of training, avenues for training, and requirements for employment in the area of human development, i.e., social services, the medical field or education.	• Have some skills and proficiency in caring for the sick at home.	• Analyze the stages in the family life cycle and relationships evolving around each.
• Recognize the value of various school subjects in relation to career area contemplated.	• Help make adjustments at home in time of illness.	• Be aware of the ranges in normal development of children and indications of serious deviations.
• Inventory own reactions to various job situations by researching several, making analyses of tasks in each.	• Act appropriately in time of illness or emergency.	• Analyze responsibilities of parents and other adults in a child's world from a child's birth to his/her adulthood.
		• Appreciate possible impact of various experiences that older people may have which contribute to a state of well being or lack of it.

LEVEL I

HUMAN DEVELOPMENT
SCOPE OF LEARNINGS
LEARNING OUTCOMES FOR HOMEMAKING-FAMILY LIVING

MANAGEMENT

- Relate the meaning and importance of management to personal and family living.
- Identify some personal and family values and goals and see relationships to management.
- Understand the importance of managing resources.
- Relate the need for careful decisions and evaluations in effective management.
- Be able to isolate problems, analyze them, recognize alternative means of dealing with them, and make appropriate decisions.
- Understand basics about financial reports, banking, and insurance which most adults deal with.

BUYMANSHIP

- Identify those elements in personal and family living which combine to form personal and family economic status.
- Know sources of money income and influences determining amount available to the individual and family.
- Recognize factors influencing personal and family spending.
- Analyze the advantages and disadvantages of both cash and credit buying for varying situations.
- Recognize the importance of planned use of income in terms of short- and long-term goals.
- Understand basic information required to prepare home tax returns and other financial statements.

LEISURE

- Recognize responsibilities of adults in guiding play and recreation of children.
- Plan leisure time to provide individual and family recreation.
- Assume responsibilities in planning individual and family recreation.
- Investigate community resources for opportunities to develop individual interests and provide services to others.

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Become aware of forces which influence the employment situation.	• Realize the need for evaluating problems facing families when sickness occurs.	• Understand the developmental levels, needs and principles of guidance when working with children of various ages.
• Recognize impact of personal habits, attitudes, behavior, and appearance for success in the world of work.	• Recognize potential dangers from nonprofessional diagnoses and self-medication.	• Appreciate differences in child rearing practices among various cultures.
• Know where to seek information regarding job responsibilities.	• Recognize and analyze physical and emotional conditions of individuals that signal pctential heath and safety hazards.	• Recognize factors which influence variations in values and goals among individuals and families.
• Identify factors which affect availability of employment in child development, family and community services.	• Know typical and atypical growth and development patterns from infancy to adolescence and ways of dealing with them.	• Examine own feelings and attitudes about various aspects of life and living.
• Recognize how field of employment affects time, money, energy, inclinations toward and choices of leisure time activities.	• Recognize differences in physical and social development of males and females, and cultural influences that help or hinder.	• Know common basic characteristics of all societies and see the need for compatible relationships among them and with them.
• Analyze tasks related to a career of high personal interest and investigate training programs for it.	• Be aware of human and material resources available in the community to assist in the care of the sick, the care and protection of children and in time of stress.	• Examine societal problems and ways individuals, families and communities adopt or resist changes related to them.
	• Recognize the value of providing for financial assistance for medical and health care maintenance.	• Realize how personal habits, hygiene, general attitude, and degree of thoughtfulness affect the well being of family members, associates, and community members in general.

LEVEL V

HUMAN DEVELOPMENT
SCOPE OF LEARNINGS
LEARNING OUTCOMES FOR HOMEMAKING-FAMILY LIVING

MANAGEMENT

- Gain insight into methods of handling problems that develop in personal and family living.
- Understand the need to prepare for the stages in the family life cycle.
- Explore the various lifestyles in contemporary society.
- Have ability to isolate a goal and organize a plan for achieving it.
- Relate resources of time, energy, money, knowledge and skill to items needed for care of babies and children.
- Use management concepts to plan routines for young children that will instill basic management concepts in them.
- Apply management principles to some typical situations which most young adults face, i.e., money management and family planning.

BUYMANSHIP

- Recognize ways individuals and families influence the American economy.
- Analyze how big business affects individual choices and influences the nation's economy and structure.
- Understand significant aspects of the American economy which influence the international economics climate.
- Know principles of buymanship and be able to apply them in the purchase of specific goods and services.
- Research and evaluate agencies which handle consumer complaints.
- Use credit discriminately in the purchase of goods and services.
- Communicate consumer concerns, complaints or inquiries to appropriate people or agencies.
- Know and use available sources and types of consumer aids and assistance.
- Recognize consumer and seller rights and responsibilities in relation to the market and its products.

LEISURE

- Realize the many ways in which families may enjoy the contributions which children make to leisure time activities.
- Respect changing needs for use of leisure time by individual family members due to point of time in the life cycle or family circle.
- Understand how family relationships affect choices and enjoyment of both individual and family use of leisure time.

CAREER

- Evaluate secondary education in relation to preparation required for a selected career in the area of human development.
- Seek opportunity to assist or "shadow" people at work in fields of employment which appear to be interesting and appropriate to self.
- Face own immediate future realistically.
- Compare services in a village, small city, and large city for young child, teenager, families, and senior citizens.
- Recognize the importance of family planning on career decisions and procedures toward their fulfillment.

HEALTH and SAFETY

- Be familiar with family, community and State resources which contribute to the physical and mental health of the family throughout the life cycle.
- Understand ways of meeting psychological and physiological needs of the family during various stages of the family cycle.
- Recognize abnormalities in children and possible adjustments to be made within the home and community.
- Gain insight into world health problems and ways individuals and groups work to improve health for all.
- Be aware of various resources for care and protection of children, the elderly, and the ill.
- Understand benefits of breast feeding of infants and influences which help achieve good health by whichever method is used.
- Recognize the variety of things that have influence for the normalcy or abnormality of an unborn child.

RELATIONSHIPS

- View influences of married life and alternative lifestyles in broad perspective.
- Respect variations in family patterns in our own country and around the world.
- Study qualities, characteristics, and interactions of individuals which influence compatible relationships.
- Appreciate mutual benefits from enriching relationships with senior citizens.
- Assess how families and various institutions and agencies contribute and prepare individuals for living in a democratic society.
- Become involved in activities which contribute to the well being of less fortunate children, youth, families, or senior citizens in the community.

LEVEL III

HOUSING, FURNISHINGS AND EQUIPMENT

SCOPE OF LEARNINGS

LEARNING OUTCOMES FOR HOMEMAKING-FAMILY LIVING

MANAGEMENT	BUYMANSHIP	LEISURE
• Understand principles of design as they apply to the home.	• Recognize a variety of architecture for homes.	• Know principles of design and movement for home furnishings and arrangements to produce desired atmosphere, comfort, beauty, and functionalism.
• Understand floor plan relationships to daily life management.	• Weigh the advantages and disadvantages of different types of housing.	• Utilize principles of design with imagination and creativity for self-expression in home decoration.
• Identify possibilities for convenient arrangements and optimal storage in existing houses.	• Compare alternative items available to equip, furnish, and decorate homes.	• Create accessories for the home applying principles of art.
• Weigh the value of "do-it-yourself" projects.	• Recognize factors which should, vs. factors which could, influence the selection of equipment, furnishings, and decorations for the home.	
• Know processes, products, and tools appropriate for cleaning the home.	• Realize that beauty and function are often unrelated to price.	
• Have ability to care for various areas and items in the home.	• Relate differences in materials and construction of furniture to intrinsic quality, serviceability, and durability of product; then relate each of these to need, immediate and overall cost, and to personal satisfaction.	
• Make and follow plans that show good sequences, consider energy conservation, and demonstrate knowledge for effective results.		

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Be acquainted with occupations related to housing, furnishings, and equipment and with information about competencies required of workers, remuneration, satisfactions and disadvantages.	• Recognize relationships between family health and the maintenance of clean and safe living space.	• Understand family housing needs as they relate to community planning.
• Understand factors which affect employment in housing-related occupations.	• Guard against safety hazards when operating cleaning equipment.	• Recognize responsibilities of family members for appropriate housing.
• Assess personal interests and potential for employment in occupations related to housing and home furnishings.	• See avenues for own continuing growth and expression as influenced by home surroundings.	• Consider housing effects on family and community life.
• Understand training required for various job opportunities.	• Be acquainted with types of dwellings, room arrangements, and furnishings as they relate to family member(s) with special health needs.	• Identify housing conditions in own community which may lead to or aggravate social problems.
		• Appreciate factors which have influenced own family's housing.

LEVEL IV

HOUSING, FURNISHINGS AND EQUIPMENT
SCOPE OF LEARNINGS
LEARNING OUTCOMES FOR HOMEMAKING-FAMILY LIVING

MANAGEMENT

- Recognize the influence of individual needs and interests upon selection and use of space and facilities in a home.
- Understand factors that determine type and amount of space and influence the selection of equipment and furnishings for the home.
- Develop and/or evaluate floor plan related to family needs.
- Consider personal values and family resources when planning and caring for the home.
- Utilize principles of design and furniture arrangement to facilitate easy movement and saving of time and energy.
- Understand the relationship of equipment and its arrangement in special work areas to time, energy, success and work attitudes.
- Recognize different styles of furniture.

BUYMANSHIP

- Consider various factors when choosing a location for living.
- Compare alternatives when purchasing a home or furnishings.
- Weigh use and cost of extra features on equipment for the home.
- Investigate community services that could affect need for household equipment.
- Explore legal aspects of housing and furnishings decisions.
- Recognize durability features of furniture and equipment.
- Identify and compare different types, sources, and costs of mortgages.
- Investigate rates and integrity of companies regarding insurance to protect house and/or furnishings investment.

LEISURE

- Consider factors important for use of leisure time when selecting a residence.
- Identify equipment for the home related to possible family leisure time activities.
- Experiment with techniques of finishing, refinishing, and reupholstering furniture.
- Compare time, money and basic values of leisure time activities in the home with those possible in the community.

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Explore the variety of job opportunities available in the housing, furnishings and equipment fields.	• Understand how the physical characteristics of the house and its environment affect the growth and development of children and youth.	• Recognize ways housing in other countries varies from that in this country.
• Assess competencies and responsibilities for maintenance and repair of the home.	• Recognize own competencies and responsibilities for maintenance and repair of the home.	• Understand factors that lead to variations in housing in different cultures.
• Identify qualities which promote good working relationships with others.	• Evaluate how materials and construction influence the safety, upkeep and durability of a home.	• Realize how structural features influence use of wall and floor areas, and affect family life patterns.
• Recognize personal characteristics which contribute to employability and continued success on the job.	• Research how locale may affect type of housing, possible drainage, available utilities and waste disposal, and their effects on physical well being.	• Consider effects of color, space, design, decorative patterns and objects, and furniture placement on atmosphere of home.

LEVEL V

HOUSING, FURNISHINGS AND EQUIPMENT
SCOPE OF LEARNINGS
LEARNING OUTCOMES FOR HOMEMAKING-FAMILY LIVING

MANAGEMENT	BUYMANSHIP	LEISURE
• Be aware of sources of information about available housing.	• Know advantages and disadvantages of cash and various kinds of credit buying for housing, furnishings and equipment.	• Use decorations to enhance the home considering tastes and values of each family member.
• Know types of expenses related to housing.	• Compare rates, liabilities, amortization schedule, and payoff privileges from several credit-backing institutions.	• Formulate a plan for developing leisure time activities in the home.
• Realize the need for a plan to finance housing.	• Weigh all angles when comparing type of housing and when buying versus renting a house.	• Utilize yard, attic, and other seldom used areas of the home for pursuing leisure time activities.
• Have skill in decision making as it relates to selection of housing.	• Investigate remodeling possibilities and costs with buying a house to obtain comparable space and quality.	• Identify types of landscaping appropriate to different housing designs and leisure activities.
• Recognize basic construction features of houses.	• Make defensible judgments in purchase of equipment and furnishings.	
• Know simple home maintenance techniques.	• Integrate the many costs related to housing into a workable financial plan for families of varying circumstances and values.	
• Recognize basic architectural styles of homes, with pros and cons of each.	• Know guidelines for the selection and purchase of kitchen equipment and furnishings.	
• Be aware of available community resources that can help in care of the kitchen equipment and furnishings.		
• Explore a variety of contemporary alternatives for meeting housing needs.		

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Demonstrate qualities which contribute to employability and job success. • Be aware of labor laws related to employment practices. • Identify agencies and avenues for seeking employment or training for employment in a preferred job related to housing or furnishings. • Know steps and procedures in applying for a job in the fields of housing or furnishings.	• Identify agencies that are involved in home safety regulations. • Consider space and house environment features in relation to physical and mental health. • Identify features for safety and seek safe furnishings and equipment. • Recognize housing conditions that present potential safety hazards and agencies that contribute to correction of these. • Seek and identify ways to alter existing houses to promote health and safety.	• Recognize ways home environment affects physical, social, and emotional well being of family members. • Understand ways the home and community resources contribute to or deter normal growth and development of children and youth. • Consider decisions family must make about housing and furnishings and their effects on relationships. • Recognize the influences of the community and peripheral environments on housing possibilities. • Experiment with different uses of space, arrangement, color, texture and design to achieve functionalism and pleasure within economic means for family members.

LEVEL III

FOOD AND NUTRITION
SCOPE OF LEARNINGS
LEARNING OUTCOMES FOR HOMEMAKING-FAMILY LIVING

MANAGEMENT	BUYMANSHIP	LEISURE
• Know resources available for meal management and understand effective use.	• Realize food purchasing practices are influenced by trends in food preparation and marketing.	• Appreciate the roles food plays in entertaining.
• Weigh alternative management procedures in planning and preparing and serving meals.	• Learn factors which contribute to cost and quality of food and food products.	• Enjoy success in food preparation and service with or without guests.
• Weigh various table settings and food service procedures.	• Recognize choices available to furnish and equip kitchen and their relationship to home food consumption patterns.	• Research new ways to prepare and/or serve favorite types of food.
• Understand effects of varying degrees of temperature and methods of storage on both fresh and prepared food.		
• Weigh alternative ways to use and care for appliances.		

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Recognize variety of occupations related to food and nutrition and levels of training required for each. • Know personal qualities needed for success in food-related employment. • Learn avenues available to acquire skills for specific types of jobs in food or nutrition industries or service agencies. • Explore jobs that appeal to self in food or nutrition fields; or explore job characteristics in fields that relate to consumer economics or health.	• Understand relationship of RDA guidelines for use in meeting nutritional requirements of various individuals. • Achieve ability to plan nutritionally adequate meals for self and others. • Exemplify basic health practices. • Know sanitary requirements related to both self and to food preparation, service, and storage. • Be alert to safe procedures in regard to equipment arrangement, food preparation, and kitchen cleanup. • Understand influences that contribute to the building of good nutritional habits and positive attitudes toward such habits.	• Experience satisfaction in contributing to family meals. • Recognize social forces which influence individual preferences and cultural patterns in food availability and acceptance. • Appreciate cultural heritage of family.

LEVEL IV

FOOD AND NUTRITION
SCOPE OF LEARNINGS
LEARNING OUTCOMES FOR HOMEMAKING-FAMILY LIVING

MANAGEMENT

- Know nutrition preserving procedures related to storage, preparation, and serving of foods.
- Apply principles and follow procedures for food preparation.
- Organize mealtime for efficiency, comfort of participants, casualness, formality, according to appropriateness.
- Recognize benefits to be derived from managing resources according to researched and recommended procedures.
- Practice recognized standards for food preparation.
- Evaluate contributions and care required of appliances used.
- Know how to organize work areas and tasks to meet task objectives effectively.

BUYMANSHIP

- Understand how social economics and marketing forces influence food selection and consumption.
- Known factors influencing expenditures for food.
- Learn which foods are nutritively comparable to more widely accepted expensive foods.
- Assess cost differences for similar food between that prepared completely at home, bought in various stages of preparedness, or eaten in various types of meal service institutions.

LEISURE

- Comprehend the various roles food plays in enjoying family and friends.
- Realize possibilities for growth and self-expression through food preparation and service.
- Develop variations of tried basic recipes, or use new recipes employing learned principles for varying.

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Know competencies needed to serve food in homes, restaurants, institutions.	• Know dietary requirements of self and individuals of family, and be able to plan or select meals to meet these requirements.	• Recognize food preparation skills as an avenue for communicating with others.
• Appraise personal qualities and potentials which contribute to employability in various nutrition and meal management occupations.	• Help children develop nutritional eating habits.	• Appreciate opportunity mealtime provides for family interaction.
• Compare costs and entrance requirements of various post-secondary training possibilities for a variety of jobs related to management of food service institutions or to dietetic opportunities.	• Recognize the relationship of proper tools to safety during food preparation.	• Accept the behavior of other persons, groups, and culture as it relates to established mores of food preferences and consumption patterns.
	• Compare types of food preparation, composition, flavor, and appearance of home-prepared food with institution-prepared food.	• Become personally acquainted with individual dishes and/or meals that are typically served in a variety of ethnically different cultures or subcultures.
	• Recognize where home-prepared food can be made to serve individual needs better than institution- or commercial-prepared food or vice-versa.	

LEVEL V

FOOD AND NUTRITION
SCOPE OF LEARNINGS
LEARNING OUTCOMES FOR HOMEMAKING-FAMILY LIVING

MANAGEMENT

- Utilize scientific guidelines for nutritive contributions when planning meals, selecting foods in the marketplace, storing, preparing, and serving foods.
- Organize meal service for efficiency-comfort of participants, occasion, and available time.
- Be alert to recent developments in food technology.
- Recognize how food consumption practices are influenced by trends in marketing, advertising, and commercial food preparation.
- Make adjustments in meal planning, preparation, and service to meet special needs of individuals and families.
- Research various sources for suggestions on preparation of less well-known nutrition foods.

BUYMANSHIP

- Base judgment on knowledge and comparison when purchasing food.
- Assess advantages and disadvantages for purchase and use of specific convenience foods versus homemade products.
- Recognize the forces that affect cost and availability of food at given time periods and locales.

LEISURE

- Can plan, prepare, and serve appropriate foods for various types of entertaining.
- Realize the potential in food for gift items.
- Combine simple food with gracious styles in serving family or guests for social hours.
- Develop repertoire of ideas involving usually stored food for quickly prepared refreshments to serve unexpected guests.
- Utilize spare time and ability to follow new recipes to produce foods that please maker and consumer.

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Know the skills needed in various food occupations.	• Know safety procedures required for food preparation.	• Comprehend the nature of world food supplies and study ways to increase and distribute food more equitably.
• Assess factors that affect the job market in food occupations.	• Improve conditions where needed for safety in food preparation and service centers.	• Recognize importance of world-wide sharing of food resources.
• Learn how to assess own aptitude and use results for making applications to training institutions or for filling available positions.	• Keep food preparation and service equipment centers sanitary and orderly.	• Know considerations from which various table settings and serving patterns evolved and apply knowledge to current need or occasion.
• Be alert to current employment opportunities dealing with food and/or nutrition.	• Know sources and functions of nutrients for optimum health.	• Utilize food service opportunities to promote beauty, good companionship, and cheerful atmosphere.
	• Recognize functions of governmental agencies regarding inspection, safety of food, and protection of consumer rights.	• Help make eating out occasions meaningful and happy for all.
	• Assume responsibilities for encouraging good marketing practices, regulations, and compliance with State and Federal consumer laws.	• Recognize the interrelatedness of world food supplies to international social and economic conditions.

LEVEL III

CLOTHING AND TEXTILES
SCOPE OF LEARNINGS
LEARNING OUTCOMES FOR HOMEMAKING-FAMILY LIVING

MANAGEMENT

- Pursue clothing projects with consideration for experience, learnings to be acquired, needs, and interests.
- Examine types of resources and recommend procedures to use in managing clothing.
- Assume care of own clothing.
- Recognize properties of fabrics in relation to use and care.
- Consider art principles and care required as well as current fashion, cost, and diversity of use when expanding wardrobe.

BUYMANSHIP

- Base decisions in selection and use of textiles on knowledge of care, overall cost, and functional suitability.
- Be able to make appropriate choices from alternatives to aid with selecting clothing for self and family.
- Be aware of factors influencing clothing prices.
- Recognize quality garments.
- Interpret clothing and textiles labels and apply information to prospective use of purchases.

LEISURE

- Employ skills, time and imagination to make accessories for own or another person's wardrobe.
- Make textile type accessories for home.

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Utilize resources for obtaining information about occupational opportunities related to textiles and clothing.	• Know characteristics in garments needed by individuals at different growth periods.	• Enjoy sewing for self and others.
• Identify factors which affect employment opportunities in textiles and clothing occupations.	• Choose safe styles of garments and fibers that give comfort.	• Adjust own clothing desires with family resources and needs of other family members.
• Identify skills needed for careers with clothing and/or textiles.	• Use sewing machine in safe appropriate manner.	• Be able to relate appearance to health, behavior, impressions made on others.
• Know avenues for obtaining training for specific kinds of jobs in clothing or textile fields.		• Be aware of factors influencing clothing selected or worn by self.
• Understand the interrelatedness of the various kinds of work responsibilities from producing fiber to cleaning textile products after purchase and use.		• Cooperate with family for care of clothing and household textile items.

LEVEL IV

CLOTHING AND TEXTILES
SCOPE OF LEARNINGS
LEARNING OUTCOMES FOR HOMEMAKING-FAMILY LIVING

MANAGEMENT	BUYMANSHIP	LEISURE
• Expand knowledge of processes for sharing responsibility for care of family clothing, household linens, and miscellaneous textile products.	• Be aware of trends in retailing and legislation which affect the consumer.	• Use leisure time for further developing sewing skills, to augment clothing for family members, self or for worthy causes.
• Select pattern and/or fabric that results in new learnings that will be of advantage for future clothing management problems.	• Assume some personal responsibility in promoting consumer protection.	• Use construction skills to develop hobbies.
• Plan a simple sewing center that includes equipment and supplies.	• Understand how fashion is ever-changing due to societal and economic factors and forces.	• Employ leisure time to make leisure use projects.
• Apply basic principles of color, line, and design to individual projects.	• Follow desirable procedures in planning or selecting clothing for self and others.	
• Understand how to alter patterns for common figure deviations.	• Be alert to trends and legislation which affect consumer textile products.	

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Consider own aptitude, interest and training possibilities after research and contact in an aspect of work in clothing and textiles which has appeal for a career focus. • Be cognizant of differences and reasons for differences in dress codes for various employment situations.	• Relate clothing to own personal activities. • Follow good health and grooming habits. • Recognize occasional allergic reactions in individuals to various fibers or substances used in fabric production or in clothing construction or finish. • Consider types of hazards certain clothing may create in a given situation. • Recognize the influences that children's clothing have on their self-concept, psychological well being and physical deportment.	• See relationships between family values and goals and family clothing. • Recognize the effects clothing can have on those wearing it, their family members and other people with whom they come in contact. • Realize that parent-child relationships may be strained because of clothing disliked by child.

LEVEL V

CLOTHING AND TEXTILES
SCOPE OF LEARNINGS
LEARNING OUTCOMES FOR HOMEMAKING-FAMILY LIVING

MANAGEMENT	BUYMANSHIP	LEISURE
• Use judgment in applying advanced construction skills to various fabrics and garments for self and family members.	• Be able to alter ready-to-wear clothing for self and others.	• Utilize leisure time to save money by making needed household textile items which may also contribute to expressing individuality or family values.
• Be able to select and care for special fabrics.	• Discriminate effectively among fabrics that require special handling for construction or care.	• Use leisure time to encourage potential creativity, extend skills, develop hobbies, or to sew for profit.
• Display ability to work with special fabrics.	• Choose textile household items by criteria related to functions and economic means.	
• Know characteristics of fibers as they relate to use and care.	• Appreciate how knowledge gained from studying and working with textiles furnish criteria for selecting ready-made garments and household textile products.	
• Use appropriate sewing tools and equipment for fabric construction projects that require special knowledge and advanced skills.		
• Vary basic patterns to achieve special effects.		
• Consider existing wardrobe for interrelationships when selecting new items or outfits of clothing.		

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Seek part-time job to explore more aspects of available clothing or textiles occupations and test interest for the field.	• Choose or adapt clothing to meet special health needs of family members.	• Be aware of the variety of situations and events which have an influence on fashion trends.
• Know several channels for locating job training opportunities or job vacancies for specified skills and personal qualifications.	• Use cleaning procedures for clothing and household textiles that give no allergic reactions to persons cleaning or wearing the clothes, that produce no air or water pollutants, and do not produce safety hazards.	• Realize psychological benefits to recipients of favorable merited comments about appearance. • Recognize the benefits on relationships from sincere compliments about appearance, clothing worn, or ability to make textile items. • Recognize the interrelating factors which make clothing a significant force in various business and social situations and in various cultures.

DEVELOPMENT OF A COURSE

The following steps are suggested when developing a course at any instructional level:

- Analyze community characteristics, student needs, and student interests as suggested in Student Needs and Interests: The Bases for Curriculum Planning, page 6.
- Study the needs analysis data and their implications for course content.
- Determine the instructional level suited to the students and identify desired learning outcomes on the appropriate scope of learnings chart(s).
- Develop or select modules that have behavioral outcomes leading to the learning outcome(s) identified on the scope of learnings chart(s).
- Combine modules so that they meet time allocations established for courses according to instructional level, as follows:

  Level I:

  Student needs, local school philosophy and objectives, scheduling patterns, facilities, and general curriculum will determine which learning outcomes should guide instruction and the selection of learning experiences that can be implemented. Attention should be given to representing as many subject area/content emphases categories as possible.

  Level II:

  Learning Outcomes from each subject area/content emphasis category should be included during the 2 years that constitute Level II. Of the 150 hours which should be scheduled during this period, 25 percent should be allocated to human development; 15 percent to housing, furnishings, and equipment; 30 percent to food and nutrition; and 30 percent to clothing and textiles.

  Levels III-IV-V:

  A course may focus either on one subject area with learnings that relate to all six content emphases; or it may focus on a single content emphasis which is applied to all four subject areas. Specifications listed provide for balance among types of learning to be included in each course.

Course Options

- Course with a Subject Area Focus - a ½-unit course developed from one subject area with a core of 7 clock hours for each content emphasis. Remaining time shall be in the same subject area, but the content emphasis involved can be determined or selected by student needs and interests.

- Course with a Content Emphasis Focus - a ½ unit course developed for one content emphasis with a core of 10 clock hours in each subject area. Remaining time shall have the same content emphasis, but the subject areas involved for applying this emphasis can be determined by student needs and interests.

Two courses developed and implemented at the local level are presented on the following pages. One course, *Home: Selection, Furnishing, Care,* is an example of a course with a subject area focus designed for Level III. The second course, *Insights Into Consumerism,* designed for Level IV, serves as an example of a course with a content emphasis focus.

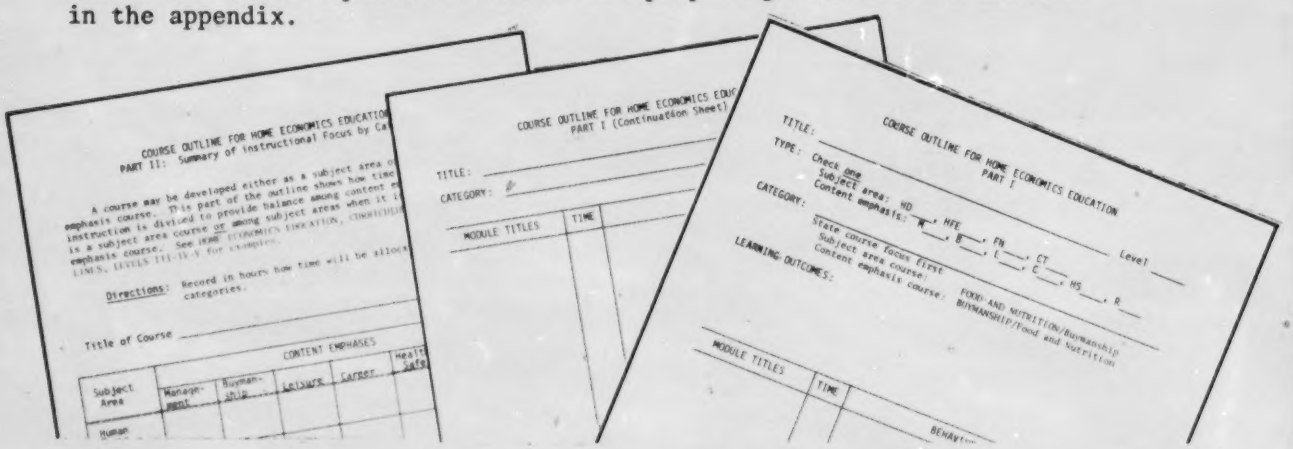
A review of the two courses, locating their learning outcomes on the scopes of learning charts, will help identify steps in planning courses and will aid the teacher in learning to use the charts to guide course development.

As stated, the procedure for developing and outlining courses is the same for all instructional levels. There is only one difference in outlines for Level II and those for Levels III-V. One outline for Level II should cover both years for that Level. This course outline should show that at the end of the 2-year period an instructional balance will have been achieved according to the guidelines given in this publication.

Course Outlines

Course outlines consist of two parts. Part I should identify each of the modules being used, the learning outcomes, and behavioral outcomes each promotes. Part II is a graphic summary of the instructional focus by category and indicates the instructional balance among the various subject areas and content emphasis with expected time allocations.

Structures for the two parts are shown below in reduced size. Sample sheets for local duplication and use in preparing outlines are included in the appendix.



It is likely that more courses will focus on a subject with instructional time balanced among the six content emphases than the reverse. An example of a subject area course, *Home: Selection, Furnishing, Care* is presented first for this reason on pages 41 through 48. An Example of a content emphasis course, *Insights Into Consumerism* follows on pages 49 through 58.

REQUIREMENTS FOR A HOME ECONOMICS SEQUENCE TOWARD GRADUATION

Eligibility of a student for a Regents high school diploma will be determined by the principal on the basis of the official high school record. Pupils who meet the requirements may be issued a local high school diploma bearing the Regents endorsement or a separate Regents diploma.

A Group II major sequence in home economics education, homemaking-family living aspect, may be obtained by completing a ½-unit course in each of the four subject areas, plus two additional ½-unit courses. The last named can represent any of the following:

- One ½-unit course in each of any two subject areas.
- Two ½-unit courses in any one subject area.
- Two ½-unit courses representing any two content emphases, one content emphasis in each course.
- Two ½-unit courses having any one content emphasis.
- One ½-unit course in any one subject area, plus one ½-unit course having any one content emphasis.

Courses offered for local diploma credit require no formal approval. To obtain approval of courses toward a Regents diploma the following materials should be submitted for review to the Bureau of Occupational Education Curriculum Development.

- Application for Approval of Courses for State Diploma Credit (3 copies)
- PART I COURSE OUTLINE BY CATEGORY
- PART II SUMMARY OF COURSE TIME BY CATEGORY
- Needs analysis data which support the learning outcomes on which the course focuses

The following pages contain two sample courses prepared as examples of how materials should be assembled and presented for review. The first course presented, Home: Selection, Furnishing, Care, a subject area course, shows separate completed course outline sheets for each of the six content emphases. The second sample course, Insights Into Consumerism, a content emphasis course, shows separate course outline sheets for each of the four subject areas. An accompanying Course Outline Part II sheet indicates the instructional time planned for each category for each course.

The summary sheet, Part II in each case, indicates the instructional time devoted to each category.

The form for Application for Approval of Courses for State Diploma Credit, currently available from the Department should be completed in triplicate and signed by the principal.

Sample forms for local reproduction are in the Appendix on pages 67 through 69.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF SECONDARY CURRICULUM DEVELOPMENT

Referred to	
Approved for	
Units of credit	
Approval date	

APPLICATION FOR APPROVAL OF COURSES FOR STATE DIPLOMA CREDIT

For each application the following must be submitted:

1. **Three copies of this application**
2. **Two copies of the detailed course of study**
3. **A list of the textbooks and reference books to be used**
4. Additional information as follows:
   a. **Home Economics.** Describe the facility to be used, including a floor plan.
   b. **Social Studies.** See instructions on reverse of this form.
   c. **Science.** Scale drawing of science room showing number and arrangement of pupils' seats, demonstration table, laboratory tables, other work surfaces and storage cabinets. Indicate water, gas and electrical outlets and include short description of out-of-room storage space giving floor and shelving area.
   d. **Industrial Arts.** Itemize list of tools and equipment *and* make ½" or ¼" to 1' scale drawing of shop layout with equipment labeled on drawing. **Submit 2 copies.**

SINGLE COURSE WITH A Subject Area Focus

1. Name of school Forward Central School County Goforth
2. Mailing address Port Forward, New York 13000
3. Title of course Home: Selection, Furnishing, Care
4. Course offered in grade(s): ☒ 9 ☒ 10 ☐ 11 ☐ 12
5. Prerequisites, if any None
6. Specially designed for slow learners ..... average X above average .....
7. Course will meet 20 weeks for 4 periods a week. Length of period is 60 minutes.
8. Number of minutes outside preparation, if any As Assigned
9. Date course will begin September number of sections 1
   expected enrollment in each 20 required ..... elective X
10. Course will be used for: ☐ local diploma credit ☒ State diploma credit
11. Credit will be given under diploma requirements for: ☐ Group 1 ☒ Group 2 ☐ Group 3
12. Name of teacher Janis Withit Type of certificate Provisional
    Valid for what subjects Home Economics Education Date of certificate 1976
    College major Home Economics Education College minor Art and Design

Date July *Signature of principal* Homer Hitt

(OVER)

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART I

TITLE: Home: Selection, Furnishing, Care Level III

TYPE: Check one
Subject area: HD___, HFE X, FN___, CT___
Content emphasis: M___, B___, L___, C___, HS___, R___

CATEGORY: HOUSING, FURNISHING, AND EQUIPMENT / Management
State course focus first
Subject area course: FOOD AND NUTRITION/Buymanship
Content emphasis course: BUYMANSHIP/Food and Nutrition

LEARNING OUTCOMES:

1. Make and follow plans that show good sequence, consider energy conservation, and demonstrate knowledge for effective results.
2. Know processes, products, and tools appropriate for cleaning the home.
3. Have ability to care for various areas and items in the home.

MODULE TITLES	TIME	BEHAVIORAL OUTCOMES
Care of Teenager's Room	3	Itemizes daily, weekly, monthly care needed for clean, comfortable room Distinguishes between own standards and mother's standards of cleanliness Examines various types of cleaning products Creates plan for care of own room
Selecting and Using Cleaning Equipment	3	Identifies home cleaning equipment and intended uses Compares characteristics of similar items of cleaning equipment Selects and uses suitable cleaning equipment for specified tasks
Clean Floors Make a Beautiful Base	2	Identifies floor care products according to function Selects and uses appropriate floor care products for given situations
Caring for Your Home	4	Selects processes, products, and tools appropriate to the cleaning or conditioning job to be done Uses appropriate processes, products, and tools correctly according to the cleaning or conditioning job to be done.

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART I

TITLE: Home: Selection, Furnishing, Care Level III

TYPE: Check one
Subject area: HD___, HFE X, FN___, CT___
Content emphasis: M___, B___, L___, C___, HS___, R___

CATEGORY: HOUSING, FURNISHINGS, AND EQUIPMENT / Buymanship

State course focus first
Subject area course: FOOD AND NUTRITION/Buymanship
Content emphasis course: BUYMANSHIP/Food and Nutrition

LEARNING OUTCOMES:

1. Recognize a variety of architecture for homes.
2. Weigh the advantages and disadvantages of different types of housing.
3. Recognize factors which should vs. factors which could influence the selection of equipment, furnishings, and decorations for the home.

MODULE TITLES	TIME	BEHAVIORAL OUTCOMES
Styles of Homes	7	Analyzes the different architectural characteristics of housing. Identifies various architectural styles of housing in the community.
Different Types of Housing	3	Surveys the community for types of housing. Evaluates the advantages and disadvantages of each type of housing in the community.
Selection of Equipment and Furnishings for the Home	8	Identifies a variety of equipment and furnishings appropriate for homes. Determines various features of equipment and furnishings to meet the needs of individual situations. Prepares buying guides for selection of equipment and furnishings for the home. Analyses cost differences of similar items of home equipment and furnishings.

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART I

TITLE: Home: Selection, Furnishing, Care Level III

TYPE: Check one
Subject area: HD ___, HFE X, FN ___, CT ___
Content emphasis: M ___, B ___, L ___, C ___, HS ___, R ___

CATEGORY: HOUSING, FURNISHINGS AND EQUIPMENT / Leisure
State course focus first
Subject area course: FOOD AND NUTRITION/Buymanship
Content emphasis course: BUYMANSHIP/Food and Nutrition

LEARNING OUTCOMES:

1. Utilize principles of design with imagination and creativity for self-expression in home decoration.
2. Create accessories for the home, applying principles of art.

MODULE TITLES	TIME	BEHAVIORAL OUTCOMES
Let's Create a Room	8	Applies design principles to room decoration and furnishings. Develops ways of expressing imagination and creativity in home decoration. Plans for redecorating a room at home.
Creating Accessories Through Decoupage	4	Practices correct procedures in the technique of decoupage. Uses principles of design when developing decoupage accessories for own room or other home area.

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART I

TITLE: Home: Selection, Furnishing, Care Level III

TYPE: Check one
Subject area: HD___, HFE X , FN___, CT___
Content emphasis: M___, B___, L___, C___, HS___, R___

CATEGORY: HOUSING, FURNISHINGS, AND EQUIPMENT / Career
State course focus first
Subject area course: FOOD AND NUTRITION/Buymanship
Content emphasis course: BUYMANSHIP/Food and Nutrition

LEARNING OUTCOMES:

1. Be acquainted with occupations related to housing, furnishings, and equipment, and with information about competencies required of workers, remuneration, satisfactions, and disadvantages.
2. Understand factors which affect employment in housing-related occupations.
3. Studies personal interests and potential for employment in occupations related to housing and home furnishings.

MODULES TITLES	TIME	BEHAVIORAL OUTCOMES
Occupations Related to Housing, Equipment, and Furnishings	5	Assembles information describing various careers related to housing, furnishings, and equipment. Examines careers in housing, furnishings, and equipment. Assesses own aptitudes for types of activities that could relate to careers in housing, furnishings, and equipment.
Employment in Housing, Furnishings, and Equipment	2	Examines Occupational Outlook Handbook to calculate career opportunities in housing, furnishings, and equipment. Investigates catalogs from schools and companies which offer career training in housing, furnishings, and equipment.

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART I

TITLE: Home: Selection, Furnishing, Care Level III

TYPE: Check one
Subject area: HD___, HFE X, FN___, CT___
Content emphasis: M___, B___, L___, C___, HS___, R___

CATEGORY: HOUSING, FURNISHINGS AND EQUIPMENT / Health & Safety
State course focus first
Subject area course: FOOD AND NUTRITION/Buymanship
Content emphasis course: BUYMANSHIP/Food and Nutrition

LEARNING OUTCOMES:

1. Recognize relationships between family health and the maintenance of clean and safe living space.
2. Be aware of safety hazards when operating equipment.
3. Be acquainted with type(s) of dwellings, room arrangements, and furnishings as they relate to family members with special health needs.

MODULE TITLES	TIME	BEHAVIORAL OUTCOMES
Creating a Healthy Home	4	Analyzes relationships between family health, safety, harmony, and the condition of the living space. Determines the characteristics of a home with a healthy environment. Develops a plan for the maintenance and upkeep of a living space. Starts practices which will ensure a safe, healthy environment.
Safety in the Home	4	Identifies features which provide for safety in the home. Surveys home for possible safety hazards. Makes plans to meet common household emergencies. Prepares emergency first aid kit. Uses items in first aid kit correctly.
Housing for the Sick and Handicapped	5	Identifies the special needs of a sick person and of a convalescent in relation to room arrangement and furnishings. Identifies special provisions needed in homes occupied by the physically handicapped. Develops room arrangements suitable for care of convalescent and/or bed-ridden patient.

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART I

TITLE: Home: Selection, Furnishing, Care Level III

TYPE: Check one
Subject area: HD___, HFE X , FN___, CT___
Content emphases: M___, B___, L___, C___, HS___, R___

CATEGORY: HOUSING, FURNISHINGS, AND EQUIPMENT / Relationships
State course focus first
Subject area course: FOOD AND NUTRITION/Buymanship
Content emphasis course: BUYMANSHIP/Food and Nutrition

LEARNING OUTCOMES:

1. Understand family housing needs as they relate to community planning.
2. Recognize responsibilities of family members for appropriate housing.
3. Consider housing effects on family and community life.

MODULE TITLES	TIME	BEHAVIORAL OUTCOMES
Family Housing and Community Planning	5	Investigates types of family housing often supplied by community agencies. Identifies the types of housing needed in the community. Determines how family housing needs relate to urban development.
Dwellings for Good Relationships and Home Activities	3	Evaluates housing space for privacy, sociability, and various home life activities for different types of families. Plans equipment, furnishings, and activities which can help the family enjoy good relationships.

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART II: Summary of Instructional Focus by Category

A course may be developed either as a subject area or as a content emphasis course. This part of the outline shows how time available for instruction is divided to provide balance among content emphases when it is a subject area course or among subject areas when it is a content emphasis course. See HOME ECONOMICS EDUCATION, CURRICULUM PLANNING GUIDELINES, LEVELS III-IV-V for examples.

Directions: Record in hours how time will be allocated among the categories.

Title of Course Homes: Selection, Furnishings, Care Level III

Subject Area	CONTENT EMPHASES						Total Hours
	Management	Buymanship	Leisure	Career	Health & Safety	Relationships	
Human Development							
Housing, Furnishings & Equipment	12	18	12	7	13	8	70
Food and Nutrition							
Clothing and Textiles							
Total Hours							

Course Developed by Janis Withit

School Forward Central School

Address

Post Office Port Forward, New York Zip 13000

Phone 555-1212 Date Submitted July

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF SECONDARY CURRICULUM DEVELOPMENT

Referred to	
Approved for	
Units of credit	
Approval date	

APPLICATION FOR APPROVAL OF COURSES FOR STATE DIPLOMA CREDIT

For each application the following must be submitted:

1. **Three copies of this application**
2. **Two copies of the detailed course of study**
3. **A list of the textbooks and reference books to be used**
4. Additional information as follows:
   a. **Home Economics.** Describe the facility to be used, including a floor plan.
   b. **Social Studies.** See instructions on reverse of this form.
   c. **Science.** Scale drawing of science room showing number and arrangement of pupils' seats, demonstration table, laboratory tables, other work surfaces and storage cabinets. Indicate water, gas and electrical outlets and include short description of out-of-room storage space giving floor and shelving area.
   d. **Industrial Arts.** Itemize list of tools and equipment *and* make ½" or ¼" to 1' scale drawing of shop layout with equipment labeled on drawing. **Submit 2 copies.**

SAMPLE COURSE WITH A Content Emphasis Focus

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1. Name of school Trywell High School County Action
2. Mailing address Progress City School District, Progress, New York 10001
3. Title of course Insights Into Consumerism
4. Course offered in grade(s): ☐ 9 ☒ 10 ☒ 11 ☐ 12
5. Prerequisites, if any None
6. Specially designed for slow learners ..... average X ..... above average .....
7. Course will meet 20 weeks for 5 periods a week. Length of period is 45 minutes.
8. Number of minutes outside preparation, if any As Assigned
9. Date course will begin September number of sections 1
   expected enrollment in each 20 required ..... elective X
10. Course will be used for: ☐ local diploma credit ☒ State diploma credit
11. Credit will be given under diploma requirements for: ☐ Group 1 ☒ Group 2 ☐ Group 3
12. Name of teacher Dorothy Proud Type of certificate Permanent
    Valid for what subjects Home Economics Education Date of certificate 1962
    College major Home Economics Education College minor Family Economics

Date July *Signature of principal* Ernest Proper

(OVER)

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART I

TITLE: Insights Into Consumerism Level IV

TYPE: Check one
Subject area: HD___, HFE___, FN___, FN___, CT___
Content emphasis: M___, B X, L___, C___, HS___, R___

CATEGORY: BUYMANSHIP / Human Development
State course focus first
Subject area course: FOOD AND NUTRITION/Buymanship
Content emphasis course: BUYMANSHIP/Food and Nutrition

LEARNING OUTCOMES:

1. Recognize the importance of planned use of income in terms of short- and long-term goals.
2. Know sources of money and influences determining amount available to the individual and family.
3. Recognize factors influencing personal and family spending.
4. Identify those elements in personal and family living which combine to form personal and family economic status.
5. Analyze the advantages and disadvantages of both cash and credit buying for varying situations.
6. Understand basic information required to prepare income tax returns and other financial statements.

MODULE TITLES	TIME	BEHAVIORAL OUTCOMES
Planning Personal Spending	4	Sets up a plan for handling money to cover needs and wants
		Investigates alternatives for achieving objectives that require money.
		Adjusts spending plans in light of new information and alternatives.
Things to Consider Before Making a Purchase	2	Purchases because of definite need, not from sales appeal.
		Determines if purchase will fit into spending plan or budget possibilities.
		Evaluates item for design, quality, intended use, and potential service.
		Buys seasonal items when plentiful.
		Defines reasons for final choice.
Your Purchases Represent You	3	Analyzes spending habits and impulses.
		Differentiates that buying something can represent a feeling of power, desire to impress, filling a need, or merely wanting what is bought.
		Assesses alternative uses for available money before spending.

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART I (Continuation Sheet)

TITLE: Insights Into Consumerism Level IV

CATEGORY: BUYMANSHIP / Human Development

MODULE TITLES	TIME	BEHAVIORAL OUTCOMES
Credit and You	6	Examines attitudes of self and family toward use of credit. Identifies types and sources of credit in the community for consumers. Compares costs of credit from different sources and of cash discounts. Identifies legal aspects of credit use, including those of special concern to women. Reassesses aspects of credit use when situations change.
Purchasing an Automobile	4	Analyzes reasons for decision to purchase an automobile. Evaluates need vs. status considerations when investigating purchase possibilities. Compares initial price, features, probable service, and eventual cost when considering new vs. used cars. Investigates rates, conditions, and total cost of financing cars through different credit sources. Obtains bona fide estimates of operational costs of automobiles being considered for purchase.
Master That Income Tax Form	4	Sets up orderly recordkeeping file for identifying income expenditures and documents of proof. Analyzes income tax forms each year. Seeks qualified help for baffling items on forms and for final checking before filing forms.

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART I

TITLE: Insights Into Consumerism Level IV

TYPE: Check one
Subject area: HD___, HFE___, FN___, CT___
Content emphasis: M___, B X, L___, C___, HS___, R___

CATEGORY: BUYMANSHIP / Housing, Furnishings, and Equipment
State course focus first
Subject area course: FOOD AND NUTRITION/Buymanship
Content emphasis course: BUYMANSHIP/Food and Nutrition

LEARNING OUTCOMES:

1. Compare alternative items available to equip, furnish, and decorate homes.
2. Relate differences in materials and construction of furniture to intrinsic quality, serviceability, and durability of product; then relate each of these to need, immediate and overall cost, and to personal satisfaction.
3. Weigh the advantages and disadvantages of different types of housing.

MODULE TITLES	TIME	BEHAVIORAL OUTCOMES
Buying Big Appliances: Is That Feature Worth the Extra Cost?	3	Compares costs of basic models, and models basically the same but having added features. Analyzes needs the appliance is to serve to justify or reject model with added features. Seeks estimates of operational, maintenance, and repair costs of alternative choices of appliances.
A Small Appliance Is a Big Buy	4	Identifies a variety of small appliances commonly used in homes or found on sale to entice homemakers. Compares features, costs, and guarantees of various brands of an appliance. Demonstrates knowledge of correct use, care, and storage of small appliances.
Choosing Furniture for the Home	4	Identifies styles of furniture that combine effectively. Explores furniture stores and their reputations for quality merchandise, ethics, service, and purchasing plans available. Uses standard criteria when selecting items of furniture.

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART I (Continuation Sheet)

TITLE: Insights Into Consumerism Level IV

CATEGORY: BUYMANSHIP / Housing, Furnishings, and Equipment

MODULE TITLES	TIME	BEHAVIORAL OUTCOMES
Where Shall We Live?	4	Identifies factors to consider in judging suitability of housing. Assesses specific needs, values, preferences, and budget of family in establishing criteria for housing. Locates and uses sources of information about available housing. Compares all aspects of alternative housing possibilities: basic cost, needed repairs or conditioning, heating costs, transportation costs, and psychological influences.

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART I

TITLE: Insights Into Consumerism Level IV

TYPE: Check one
Subject area: HD___, HFE___, FN___, CT___
Content emphasis: M___, B X, L___, C___, HS___, R___

CATEGORY: BUYMANSHIP / Food and Nutrition
State course focus first
Subject area course: FOOD AND NUTRITION/Buymanship
Content emphasis course: BUYMANSHIP/Food and Nutrition

LEARNING OUTCOMES:

1. Assess cost differences for similar food between that prepared completely at home, bought in various stages of preparedness, or eaten in various types of meal service institutions.
2. Know factors influencing expenditures for food.
3. Understand how social economics and marketing forces influence food selection and consumption.

MODULE TITLES	TIME	BEHAVIORAL OUTCOMES
Comparisons of Homemade and Convenience Foods	8	Compares flavors of several convenience foods with similar foods completely homemade. Analyzes costs of similar food products bought in various stages of preparedness to those made at home. Investigates additives in ready prepared foods for possible effects on human health.
Living Within a Food Budget	6	Makes and follows a food budget. Investigates various ways to meet nutritional requirements. Evaluates products in terms of nutrition and cost as well as eye and taste appeal. Analyzes advertisements for best one-stop grocery shopping cost. Makes and uses shopping list. Conducts periodic analyses of individual serving costs.

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART I (Continuation Sheet)

TITLE: Insights Into Consumerism Level IV

CATEGORY: BUYMANSHIP / Food and Nutrition

MODULE TITLES	TIME	BEHAVIORAL OUTCOMES
Be an Educated Food Shopper	8	Keeps alert to news items relating to factors that affect types, amounts, ingredients, and costs of foods. Analyzes advertisements and store displays for encouraging impulse buying. Assesses costs of time, energy, money for making the rounds of stores featuring "lead items." Defines and uses legislative standards for assessing labels, freshness dates, and pricing practices. Investigates meanings of food terms on labels and relates to functions and effects. Compares labels, brands, and unit costs of specific food items. Investigates and compares nutritive values of foods and relates to costs. Watches for adherence to government regulations on packaged and canned goods, and for merchandising practices by stores.

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART I

TITLE: Insights Into Consumerism Level IV

TYPE: Check one
Subject area: HD___, HFE___, FN___, CT___
Content emphasis: M___, B_X_, L___, C___, HS___, R___

CATEGORY: BUYMANSHIP / Clothing and Textiles
State course focus first
Subject area course: FOOD AND NUTRITION/Buymanshin
Content emphasis course: BUYMANSHIP/Food and Nutrition

LEARNING OUTCOMES:

1. Follow desirable procedures in planning or selecting clothing for self and others.
2. Be alert to trends and legislation which affect textile products.
3. Assume some personal responsibility in promoting consumer protection.
4. Be aware of trends in retailing and legislation which affect the consumer.

MODULE TITLES	TIME	BEHAVIORAL OUTCOMES
Clothing Labels Are for the Customer	3	Identifies reasons for type of information found on garment labels. Reads labels and tags and uses their information in decisions about purchasing. Files labels, tags, and purchase slips for reference while assessing garments in use. Returns garments with labels, tags, and purchase slips when stipulations regarding quality and use prove erroneous.
Uncle Sam Helps Textile Shoppers	4	Identifies agencies in the federal government which administer consumer legislation. Cites legislation which sets standards for composition or quality. Demonstrates steps to encourage new legislation and/or reports violations of existing laws and regulations about textile products.

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART I (Continuation Sheet)

TITLE: Insights Into Consumerism Level IV

CATEGORY: BUYMANSHIP / Clothing and Textiles

MODULE TITLES	TIME	BEHAVIORAL OUTCOMES
When Are Textiles Bargains?	3	Examines bargain products for quality, appropriateness for use, and care required before purchasing. Identifies reasons for "mark down" or for original "low price." States reasons for specific purchases. Identifies ways to remedy or restyle a faulty garment that bears a "related" price tag. Evaluates "bargain" purchases for future reference.

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART II: Summary of Instructional Focus by Category

A course may be developed either as a subject area or as a content emphasis course. This part of the outline shows how time available for instruction is divided to provide balance among content emphases when it is a subject area course or among subject areas when it is a content emphasis course. See HOME ECONOMICS EDUCATION, CURRICULUM PLANNING GUIDELINES, LEVELS III-IV-V for examples.

Directions: Record in hours how time will be allocated among the categories.

Title of Course Insights Into Consumerism Level IV

Subject Area	CONTENT EMPHASES						Total Hours
	Management	Buymanship	Leisure	Career	Health & Safety	Relationships	
Human Development		23					
Housing, Furnishings & Equipment		15					
Food and Nutrition		22					
Clothing and Textiles		10					
Total Hours		70					

Course Developed by Dorothy Proud

School Trywell High School

Address Progress City School District

Post Office Progress, New York Zip 10001

Phone 555-1212 Date Submitted July

APPENDIX

66

GLOSSARY OF TERMS

Behavioral Objective - Statement of a specific observable behavior anticipated as a result of the learning situation; conditions that influence the observable performance, i.e., that influence the learner's perception of what is expected; and criteria that set a standard for measurement of the performance.

Behavioral Outcome - type of performance expected at end of instruction.

Category - Intersection of subject area/content emphasis as shown on the curriculum framework. A category forms the basis for designing instructional activities which bring about the learning of appropriate skills, knowledge, and attitudes.

Content Emphases - management; buymanship; leisure; career; health and safety; and relationships, each of which interrelates with all subject areas.

Curriculum Framework - grid showing subject areas, content emphases, and their interrelationships.

FHA Experience - planned activity that relates to module focus and to Future Homemakers of America program goals.

Learning Experiences - planned activities which promote the kind and quality of student performance identified in the behavioral outcomes.

Learning Outcome - general behavior, such as that needed for a broad type of ability; a composite of several specific behaviors.

Level - instructional level commensurate with stage of achievement

Module - free-standing unit of instruction which focuses on a specific concept.

Module Title - name which indicates content of a module.

Related Module Titles - names of modules with related focuses.

Scope of Learnings - curriculum framework showing learning outcomes by subject area/content emphases for an instructional level.

Subject Areas - phases of home economics: human development; housing, furnishings, and equipment; food and nutrition; clothing and textiles.

Suggested Measurement of Student Progress - devices and methods for determining student progress toward specified behavioral outcomes.

Time Allocation - number of clock hours suggested for completion of a module.

NEEDS ANALYSIS CHART

Recording needs analysis data on a chart such as the one below, followed by notations regarding implications for home economics instruction, should prove helpful when planning a home economics curriculum.

ANALYSIS DATA	IMPLICATIONS FOR HOME ECONOMICS INSTRUCTION
Community Characteristics	
Student Characteristics	
Student Interests	

GENERAL DESCRIPTION OF STUDENTS AND IMPLICATIONS FOR INSTRUCTION

Directions: Describe students in the class you will teach.
State implications for needs.
Identify appropriate learning outcomes from the scope of learnings charts

Student Descriptors	Implications for Curriculum	Appropriate Learning Outcomes for Instruction
• Age range: • Sex ratio: • General aspirations: • Home responsibilities: • Percentage that - go on to further education - enter labor market directly - are likely to become dropouts • Types of employment likely to be entered by students who do not go on to college • Degree of motivation in present courses • Types of concerns: - personal - ethnic - economic - social		

PLANNING AND WRITING AN INSTRUCTIONAL MODULE

Directions: Use the sample module on p. 4 as a guide for writing a module and proceed as follows:

1. Survey characteristics, needs, and interests of students for whom the instruction is intended, to augment background for curriculum planning.

2. Analyze results of the survey, listing implications for home economics instruction.

3. Identify level and subject area/content emphasis category on the scopes of learning charts to locate an appropriate learning outcome for the module's focus.

4. State behavioral outcomes for the instruction in terms of student performance.

5. Select and list learning experiences that will promote the behavioral outcomes. Include an FHA experience that relates to both course and FHA goals.

6. Identify measurement techniques to measure progress toward achievement of each behavioral outcome.

7. Estimate instruction time in terms of clock hours.

7. Choose a title which indicates the module's instructional focus.

9. List titles of related modules that could be used to supplement learnings from this module, or in combination with it, to form a course.

MINI-GUIDE FOR WRITING MEASURABLE BEHAVIORAL OBJECTIVES

BEHAVIORAL OBJECTIVE - statement of a specific observable behavior anticipated as a result of the learning situation; conditions that influence the observable performance, i.e., that influence the learner's perception of what is expected; and criteria that set a standard for measurement of the performance.

Essential Components

- *BEHAVIOR:* observable action of a student.
- *CONDITIONS:* statement of influences that determine the student's observable performance.
- *STANDARD:* specifications for behavior that is acceptable for demonstrating evidence of learning.

Examples

Behavior

Cite orally four criteria which should be used as guidelines when shopping for a child's playpen or crib.

Conditions

Cite orally four criteria which should be used as guidelines when shopping for a child's playpen or crib.

Standard

Cite orally four criteria which should ue used as guidelines when shopping for a child's playpen or crib.

Format for Writing

A behavioral objective may be stated in various ways, but the statement must always include the three essential components in order to be measurable and to be of concrete assistance in measuring instructional results.

- Start with a verb which specifies the behavior expected:

  Name eight careers that relate to the home economics subject area of housing, furnishings, and equipment.

- Start with a phrase that describes the condition under which the performance will take place:

  From a pattern envelope and price lists, estimate cost of a garment by determining total cost of fabric, pattern, and notions.

- Begin with "The student will...":

  The student will identify from a list of ten childhood diseases, five diseases that are communicable.

NOTE: The phrase "The student will..." is a necessary component for all educational behavioral objectives. It may be understood, as in the first two format examples, or it may be expressed, as in the last example.

PROCEDURE FOR APPLYING FOR APPROVAL OF COURSES IN HOME ECONOMICS EDUCATION

- Application for Approval of Courses for State Diploma Credit
  - — Use the form currently available from the Division for Curriculum Services, New York State Education Department
  - — Submit three copies signed by the Principal
- Course Outline for Home Economics Education, Part I
  - — Duplicate and use the forms on pages 67-68
  - — Submit 2 copies
- Course Outline for Home Economics Education, Part II, Summary of Instructional Focus by Category
  - — Duplicate and complete the form on page 69
  - — Submit 2 copies
- Assemble as shown in sample courses in the publication

The application signed by the Principal, the Course Outline Part I, and Summary Part II should be sent to:

Chief
Bureau of Occupational Education Curriculum Development
Room 327 EB
State Education Department
Albany, NY 12234

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF SECONDARY CURRICULUM DEVELOPMENT

Referred to	
Approved for	
Units of credit	
Approval date	

APPLICATION FOR APPROVAL OF COURSES FOR STATE DIPLOMA CREDIT

For each application the following must be submitted:

1. **Three copies of this application**
2. **Two copies of the detailed course of study**
3. **A list of the textbooks and reference books to be used**
4. Additional information as follows:
   a. **Home Economics.** Describe the facility to be used, including a floor plan.
   b. **Social Studies.** See instructions on reverse of this form.
   c. **Science.** Scale drawing of science room showing number and arrangement of pupils' seats, demonstration table, laboratory tables, other work surfaces and storage cabinets. Indicate water, gas and electrical outlets and include short description of out-of-room storage space giving floor and shelving area.
   d. **Industrial Arts.** Itemize list of tools and equipment *and* make ½" or ¼" to 1' scale drawing of shop layout with equipment labeled on drawing. **Submit 2 copies.**

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1. Name of school ..... County .....
2. Mailing address .....
3. Title of course .....
4. Course offered in grade(s): ☐ 9 ☐ 10 ☐ 11 ☐ 12
5. Prerequisites, if any .....
6. Specially designed for slow learners ..... average ..... above average .....
7. Course will meet ..... weeks for ..... periods a week. Length of period is ..... minutes.
8. Number of minutes outside preparation, if any .....
9. Date course will begin ..... number of sections .....
   expected enrollment in each ..... required ..... elective .....
10. Course will be used for: ☐ local diploma credit ☐ State diploma credit
11. Credit will be given under diploma requirements for: ☐ Group 1 ☐ Group 2 ☐ Group 3
12. Name of teacher ..... Type of certificate .....
    Valid for what subjects ..... Date of certificate .....
    College major ..... College minor .....

Date ..... *Signature of principal* .....

(OVER)

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART I

TITLE: _____ Level _____

TYPE: Check one
Subject area: HD___, HFE___, FN___, CT___
Content emphasis: M___, B___, L___, C___, HS___, R___

CATEGORY: _____
State course focus first
Subject area course: FOOD AND NUTRITION/Buymanship
Content emphasis course: BUYMANSHIP/Food and Nutrition

LEARNING OUTCOMES:

MODULE TITLES	TIME	BEHAVIORAL OUTCOMES

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART I (Continuation Sheet)

TITLE: _____ Level _____

CATEGORY: _____

MODULE TITLES	TIME	BEHAVIORAL OUTCOMES
Total Hours		

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART II: Summary of Instructional Focus by Category

A course may be developed either as a subject area or as a content emphasis course. This part of the outline shows how time available for instruction is divided to provide balance among content emphases when it is a subject area course or among subject areas when it is a content emphasis course. See HOME ECONOMICS EDUCATION, CURRICULUM PLANNING GUIDELINES, LEVELS III-V for examples.

. Directions: Record in hours how time will be allocated among the categories.

Title of Course _____ Level _____

Subject Area	CONTENT EMPHASES						Total Hours
	Management	Buymanship	Leisure	Career	Health & Safety	Relationships	
Human Development							
Housing, Furnishings & Equipment							
Food and Nutrition							
Clothing and Textiles							
Total Hours							

Course Developed by _____

School _____

Address _____

Post Office _____ Zip _____

Phone _____ Date Submitted _____

FUTURE HOMEMAKERS OF AMERICA

Philosophy and Organization

Future Homemakers of America, founded in June 1945, is a national organization of young men and women in grades 5-12 who are taking or have taken a course in home economics education, either homemaking-family living or occupational. Chapters are located in all 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, and American schools overseas.

For information about the National organization, write to:

Future Homemakers of America
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

The New York State Association is organized into 13 districts, each under the leadership of a student executive council with the guidance of a district advisor. The State Association is sponsored by the Bureau of Home Economics Education with each staff member assuming responsibility for different aspects of the program. The State home economics professional associations, New York State Home Economics Association and New York State Home Economics Teachers Association, cooperate and give guidance and support in a variety of ways. A State Officer elected from each of the 13 districts makes up the State Executive Council, responsible for the leadership of the State Association. District Advisors, as the Board of Trustees, give guidance to the Executive Council, especially in matters relating to the finances of the organization. They work with Bureau staff in helping to meet local advisor and student needs.

For information about the State organization, write to:

Bureau of Home Economics Education
State Education Department
Albany, New York 12230
Phone: 518-474-3955

FHA functions as an essential part of the home economics program in public and private schools by providing leadership opportunities to its members, as well as opportunities to extend and reinforce classroom learnings. Through the program of FHA another avenue is provided for reaching the goals of home economics education.

In order to have a complete, comprehensive program in home economics education locally, students *must* have the opportunity to participate in an FHA chapter. In addition to providing practical experiences for students currently enrolled in home economics courses, those who may not be able to continue to take home economics courses throughout high school are enabled to maintain interest in and contact with home economics through FHA.

The FHA Program of Work should focus on youth concerns related to the family and society. Local projects should be selected, planned, and directed *by youth.* State and national resources are available to give guidance in program planning and chapter management. Members are also able to participate in district, State, and national activities.

FHA chapters may be of two types. Regular FHA chapters, which are for all home economics students, place major emphasis on consumer education, homemaking and family life education, combined with exploration of jobs and careers. HERO (Home Economics Related Occupations) chapters for students enrolled in home economics occupational education courses, place major emphasis on preparation for jobs and careers with recognition that workers also fill multiple roles as homemakers and community leaders. Students in home economics-related occupational education programs may affiliate with a regular FHA chapter.

FHA and home economics education have the same basic goal: To help young people assume their roles in society through Home Economics Education in areas of personal growth, family life, vocational preparation, and community involvement. FHA thus emphasizes personal growth and an individual's desire to work for change, rather than recognition, awards, or status. To achieve their goal, the following purposes have been adopted:

- To provide opportunities for self-development and preparation for family and community living and for employment.
- To strengthen the function of the family as a basic unit of society.
- To encourage individual and group involvement in helping achieve worldwide brotherhood.
- To encourage democracy through cooperative action in the home and community.
- To institute programs promoting greater understanding between youth and adults.
- To provide opportunities for decision making and for assuming responsibility.
- To become aware of the multiple roles of men and women in today's society.
- To develop interest in home economics, home economics careers, and related occupations.

Affiliation

Only chapters affiliated with the State and national organizations may use the name and emblem of the Future Homemakers of America.

Only students who pay dues have privileges of membership which include:

- Holding offices (local, district, State or national)
- Serving on FHA committees at any level
- Voting
- Attending district, State, and national meetings
- Wearing official pin and emblem
- Receiving membership card
- Participating in FHA-sponsored community activities and chapter activities taking place out of class
- Other opportunities as designated by the chapter

Some suggestions for establishing and affiliating a chapter are:

- Take student(s) to a neighboring chapter to observe a meeting and ask questions about FHA activities and projects.
- Order a set of FHA publications. Encourage the reading of the publications in the library and/or home economics classroom.
- Contact the FHA State Office for available information and assistance
- Introduce students in home economics classes to FHA.
- Obtain principal's approval and make a plan to contact all students who have taken or are taking home economics courses.
- Assist interested students to plan a fast-moving, open meeting. Display FHA publications, explore what FHA'ers do including possible projects for the classroom, school, home, and community. Invite students from a nearby chapter to serve on a panel as resource people.
- Guide a representative group of students in drawing up tentative chapter plans. Include such items as when meetings could be held, and what the activities and financial needs might be. Invite interested parents and community members to become involved in the planning.
- Serve as consultant to a committee of students designated to draft chapter bylaws establishing chapter objectives, number of officers, procedures for nomination and election, dues, and membership requirements.
- Hold an organizational meeting to elect officers and accept bylaws.
- Direct new officers to hold an executive council meeting to review responsibilities and establish chapter management procedures, including raising money for dues.
- Collect dues and send to the adult treasurer for the State Association.

Interaction among students, faculty, and community are vital at all stages in the development and implementation of an FHA program.

Chapter Management

Each chapter is unique. It must analyze its own situation and devise a plan to fit that homemaking program and school organization. A chapter may meet before school, during lunch and/or activity period, after school, in the evening, and/or during home economics classes. All home economics teachers in a school district should be involved in FHA, each with well-defined responsibilities.

On the local level when FHA experiences are thought of as one means for accomplishing the goals of the entire home economics program, planning for FHA becomes a part of the planning for the total curriculum. The program planning committee for FHA may have a member representing each home economics class and members not currently enrolled in a class who can help in seeing possibilities for activities to correlate with class projects.

The FHA program that results should be based on the interests and concerns of individual members and include opportunities for participation individually, in in-depth projects in small groups, and/or as a total chapter, at school, at home and/or in the community.

Each class may be one section of an FHA chapter with a different section made up of members not enrolled in home economics courses. The total chapter may meet only a few times a year for activities of interest to and affecting all members.

The question is often raised about the status of home economics students who are not members of Future Homemakers of America in a situation where each class section might be organized as a unit of a school's FHA chapter.

In such a situation all students in the class might participate in FHA activities. However, students would be FHA members only if they paid State and national dues. Nonmembers would not be eligible to participate in out-of-class activities or to hold an office.

The following suggestions are directed specifically toward the involvement in FHA of all students enrolled in home economics courses:

1. Teach a module of instruction on FHA the first week of a course. Just as you plan to teach any other concept, develop a module containing facts and specific information about the FHA organization and enlist FHA officers to assist in the module's implementation. Conduct a membership drive at the end of the module.

2. Plan projects coordinating FHA and home economics course work. If a chapter's goal for the month is better use of allowances, a class studying a human development/buymanship module could develop a presentation for a full chapter meeting. When sponsoring a Parent-Member Banquet, several classes could be involved. A class taking a food and nutrition course utilizing modules focussed on management and buymanship could plan the menu, shop, and prepare the food. Another class in human development, focussing on a leisure or relationships module could permit FHA class members to provide invitations and act as hosts and hostesses at the banquet. FHA members in a housing, furnishings and equipment course involved with a module having a management or leisure content emphasis could plan specific room arrangements, set the table, and serve the food. All classes could be involved by coordinating teaching at a particular time so that each student applies appropriate learnings. Such projects provide beneficial learning experiences to the total membership as well as to students in a class, since there are always portions of the project out-of-class members can assist with, or participate in.

3. Utilize FHA officers and/or junior or senior members as volunteer classroom assistants for projects involving both home economics courses and FHA. These volunteers have opportunities to become aware of the happenings in the classroom, to explore the career of teaching home economics, and become involved with and know students, suggest FHA activities which coordinate with the module of instruction, and serve as exceptional resource people and leaders of discussion groups. Assuming the teacher role can influence FHA'ers to be more creative in suggesting activities for the chapter.

4. Encourage development of individual FHA projects at home or in the community in connection with classroom experiences. For example, in a human development/relationships module, while studying abnormalities in children a student may become interested in working with the physically handicapped and follow up this interest by working at a local center.

When FHA is really an integral part of the total home economics program, providing students with opportunities to plan and direct activities, many benefits result. Students gain confidence and leadership ability when all are participants, not just spectators, in an atmosphere that encourages working together to promote individual growth. Motivation and stimulation for taking additional course work in home economics education often occurs. Community and parent interest and understanding of the home economics program increases.

In addition to State staff, district advisors and State officers are available to give assistance to local districts.